



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2009-10**

School Lincoln High School
Principal Cindy Crumb

Reporting Schedule	School Submittal	Board Summary
<input checked="" type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input type="checkbox"/> Report 3	6-21-10	6-28-10

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: All students have been tested using the DRP. Winter Reading Benchmark will be given the week of Jan. 11. Staff collaboration for reading so far this school year has been looking at how to use the Reading Stem questions in all content areas. READ 180 for those students who score well below grade level on assessments or who have not passed the WASL.

Objective 1.2: Writing Benchmark will be given the week of Jan. 11. We have one period of English for those students who struggle with writing or haven't passed the writing WASL.

Objective 1.3: Funding for our math support class was changed to incorporate more students and their diverse needs. With the change we now have the ability to offer math to our students all day. We gave the Winter Benchmark assessment in December and are waiting for results. We feel optimistic about how our students performed.

Objective 1.4: We are still working in the field as much as we can with community agencies. Students are still doing field work with the Elwha River Restoration Project.

Key Barriers To Progress (incl. relevant problem solving steps)

Objective 1.1: Unable to project the number of students and their grade in school. This year 70% of our students are "seniors." This makes the master schedule almost impossible to accommodate all students. We have very large 11th and 12th grade classes and small 9th and 10th grade classes. We are constantly working on our master schedule.

Objective 1.2: Students lack basic skills in Content, Organization and Style. Using the OSPI writing modules to focus instruction in the next few months leading up to the WASL in this area.

Objective 1.3: We have not received Winter Benchmark data.

Objective 1.4: We continue to work with students who are discouraged and lack credits towards graduation. Motivating them with real life curriculum continues to be our focus. Our science teacher developed and taught a new Earth Science curriculum, History of the Olympics. Projects include Marine Science, 8th Street Bridge Project, and Port Angeles Weather and Climate Change. A new project related to the Dungeness River and linked to NASA funded the community science project.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: No support needed at this time.	Objective 1.1: Our 11 th and 12 th grade English classes are large due to the fact that the majority of our students this year are juniors and seniors. This has forced us to re work our schedule so that we could add additional 11 th and 12 th grade English classes. By doing this we have decreased the size of those classes, but we have less flexibility when scheduling our 9 th and 10 th grade students.
Objective 1.2: No support needed at this time.	Objective 1.2: No adjustments at this time.
Objective 1.3: With only two teachers to teach math (neither teach math full-time) and the wide range of abilities and the large number of students who need math credits; we need more support in this area. Teachers are also learning a new curriculum and trying to provide the full range of math classes for all of our students. One teacher, 3 periods per day, one teacher 2 periods per day.	Objective 1.3: Originally we had two hours of Title math support for students. We adjusted this because it didn't allow teachers any flexibility when scheduling students. We adjusted the funding from Title to LAP so that both math teachers can teach any student needing math credits to graduate. We needed more sections of math for the large number of students who need math to graduate.
Objective 1.4: We lost two hours of science instruction this year. We have one teacher who is responsible for both science and math. Therefore we only have two hours of science to offer students. We need certified staff who can teach science in order for the science curriculum to have the project-based approach that we have had in the past. There just isn't time in the day for one teacher to do both.	Objective 1.4: We have had to cut back on the number of community projects that we have been involved in the past. We don't have the staffing that will allow us to take on such projects. We have aligned our curriculum to be more textbook, classroom based.

Summary Student Internal Accountability System Performance Data to Date (2008-09 is end-of-year data; 2009-10 is year-to-date data)													
Internal Assessment Results for 2008-09 (EOY)							Internal Assessment Results for 2009-10 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
9	186.89	82.94%	0	0	0	5	9	5.0	94.62				0
10	404.86	85.17%	5	2	1	10	10	69.34	82.16				3
11	369.10	88.49%	8	0	0	5	11	176.50	87.13	1		1	4
12	1033.10	84.51%	1	0	0	3	12	587.80	82.28	2			1

Analysis Tool/ Measurement Device	Results for 2008-09					Results for 2009-10				
Fall Degrees of Reading Power (DRP) (percent of students at standard) Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)	Reading					Reading				
	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Grade Level Equiv.	District Benchmark	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Grade Level Equiv.	District Benchmark
	9	51%	6	5.4	68%	9	52%	0		68%
	10	61%	22	6.4	54%	10	58%	0		54%
	11	56%	11	7.1	❖	11	61%	0		❖
12	76%	❖	❖	❖	12	64%	❖	❖	❖	
District Writing Benchmark Fall, Winter, Spring (percent of students at standard) District Math Winter Benchmark (percent of students at standard)	Writing				Math	Writing				Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	9	❖	36%	43%	37%	9	❖			37%
	10	42%	54%	❖	46%	10	37%		❖	46%
	11	❖	❖	❖	❖	11	❖	❖	❖	❖
12	❖	❖	SCP	❖	12	❖	❖	SCP	❖	
Classroom-Based Assessments (percent of students at standard) District Science Winter Benchmark (percent of students at standard)	Classroom-Based Assessment				Science	Classroom-Based Assessment				Science
	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark
	9	00%	00%	n/a	56%	9	00%	00%	n/a	56%
	10	54%	00%	n/a	54%	10	54%	00%	n/a	54%
	11	65%	00%	n/a	❖	11	65%	00%	n/a	❖
12	00%	00%	n/a	❖	12	00%	00%	n/a	❖	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2009-10 assessment plan.

Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (reference related action plan data)	
Math Instructional Focus: 1.3, 1.5, 2.1 Reading Stem Questions: 1.1, 1.5, 2.1 Senior Culminating Project: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1 Student Learning Plans: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4 Analysis of Senior Graduation data: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 Writing Strategies Across the Curriculum: 1.2	Professional development/staff collaboration has been focused on reading, writing, math and raising graduation rates. Days have been spent looking at student writing samples in order to design a school-wide rubric, practicing using reading stem questions in all content areas and math instructional focus across all content areas. We have also spent time reviewing and updating our SCP and looking at graduation data, as well as other academic assessment data. Two teachers have been trained in Why Try? and one Wednesday a month is spent designing lessons for advisories in order to increase student engagement, attendance, and eventually graduation rates.

Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
Site Team meetings, second Tuesday of each month: 1.6, 2.1 November, Parent Conferences: 1.6, 3.1 Monthly School Newsletter: 1.6, 3.1 Individual parent/student/teacher conferences: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1 Weekly Leadership meetings: 1.6, 3.1 October, Open House: 1.6, 3.1 First Quarter Recognition Breakfast: 1.6, 3.1 Adoptive Family: 1.6, 3.1 Food Drive: 1.6, 3.1 Salvation Army: 1.6, 3.1 Holiday Luncheon: 1.6, 3.1	We continue to find ways to better involve our students and parents in our school. Site-team is developing a plan to increase participation at school from our parents, students and community members. We have weekly leadership meetings before school and twice monthly ASB meetings in order to increase participation and ownership of the school by students. Developing leadership skills and qualities in our students has been another goal this year. Parent conferences this year were a huge success; 65 out of 90 parents join us for conferences. Our Holiday luncheon was well attended by parents and community members and was a wonderful opportunity for our students to give back to their parents, school and local community.

Summary Analysis of <i>On-Time Graduation Rate Improvement Activities</i> during Report Period (reference related action plan data)	
NOPSC after school programs: 1.5 Peninsula College Running Start classes: 1.5 Weekly graduation “talks” with all seniors: 1.5 Weekly staff analysis of individual student graduation data: 1.5 Contract classes for students needing extra credits to graduate: 1.5 Senior English class: 1.1, 1.2, 1.5 More time spent in Advisories working on requirements for graduation: 1.5	In August we identified those students who had 15 or more credits and who could possibly graduate in June. We began meeting individually with seniors in August and have continued to meet with them weekly. We have approximately 60 students who are classified as “senior” by their cohort, however only 25 of those students have 15 or more credits to classify them as a senior. Why Try? is a curriculum that we are using in Advisory to increase student engagement and graduation rates.

This summary will serve as a cover page to the *Action Plan* sections of the CSIP for each school.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	2009 WASL: 20.0% of 10th grade students (5) did not meet standard on the reading WASL.				
STRATEGY	Use WASL, district benchmark and READ 180® assessments to improve curriculum, instruction and assessments in all WASL reading subtest areas				
EVIDENCE OF ACHIEVEMENT	WASL reading scores will increase by at least the AYP index of 4.0%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Staff will analysis WASL, district benchmark, DRP and READ 180 data in order to implement school-wide teaching strategies to improve reading scores.	Aug. 2009 – May 2010	Teachers, Title 1 support, principal	All staff, assistant superintendent	<input type="checkbox"/>	WASL in Aug. on-going with other assessments and students.
Rank order students who are below grade-level in reading using: WASL, district benchmark and DRP data and enroll in an additional English support class using Title 1 funds.	Sept. 2009 – June. 2010	.Principal, teachers, Title 1 support and district adm.	All staff, assistant superintendent	<input checked="" type="checkbox"/>	Spreadsheet made and new students are added when they enroll.
READ 180® curriculum will continued to be implemented using a two hour block design to maximize its ability to assist students in reading at grade level.	Aug. 2009-June 2010	Principal and READ 180 instructor.	All teachers, principal	<input checked="" type="checkbox"/>	
Train at least one staff member in the reading COE. Identify 12 th grade and beyond students who would need this support.	Oct. 2009-June 2010	English teacher, principal, district support personnel	English teacher, principal	<input type="checkbox"/>	Not this year. The State has no trainings available.

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DATA ANALYSIS	75% and 70% of students met standard in reading comprehension in both literary and informational text, respectively. All other areas students scored 80% or higher.				
STRATEGY	School-wide instructional strategies to increase comprehension in both literary and informational text.				
EVIDENCE OF ACHIEVEMENT	85% of students meeting standard in reading				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Teach and give students practice in using pre-reading strategies and graphic organizers to increase comprehension of literary skills.	Oct. 2009 – June 2010	English teachers	All teachers, principal	<input type="checkbox"/>	All content area teachers working together on this.
All teachers will intentionally teach and reinforce reading comprehension strategies, specifically, summarizing and predicting.	Sep. 2009 – June 2010	All teachers	All teachers	<input type="checkbox"/>	Topic of collaboration during Wed.
Offer a “high interest” literature class as an English elective, to encourage and motivate students to read and communicate their understanding.	Oct. 2009 – Monthly progress reviews, until June, 2010	English teacher	All staff and students	<input checked="" type="checkbox"/>	We have changed the focus a bit to Readers Theater.
Teachers will use “reading stem” questions in all content areas and will share examples with staff during collaborative time.	Oct. 2009, Nov. 2009, Jan. 2010, Mar. 2010, May 2010	All teachers	All teachers, principal		On-going with all teachers.
Prepare SLP for all students who did not pass their last reading WASL.	October 2009	English teachers	English teachers and principal		Prepared SLPs in Nov. on-going with new students.

ACTION PLAN

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OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	20.0% of 10th grade students met standard in COS of the writing WASL.				
STRATEGY	Build a writing calendar to be used across the curriculum that would reinforce writing COS strategies with students and communicate building-wide standards for writing assignments.				
EVIDENCE OF ACHIEVEMENT	Increase % of students meeting standard in COS from 80.0% to 85.0%..				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Use Wednesday collaborative time to build a writing calendar to be used across the curriculum to teach, reinforce and assess students' writing skills.	Oct. 2009 – May 2010	All teachers, principal	All teachers, principal	<input type="checkbox"/>	Staff working with dis. Adoption specialist on Wed.
Use journal writing, in English classes and advisory, as a tool to teach students how to better organize their writing.	Oct. 2009 – Ongoing	English teachers	English teachers, principal	<input type="checkbox"/>	Continuing with this in Eng. and science.
Review student writing samples as a staff at least once per month during collaborative time.	Oct. 2009 – May 2010	All teachers	All teachers, principal	<input type="checkbox"/>	On-going.
Teachers will work with students when writing their research paper for their SCP and use this assignment to teach and reinforce COS. Share students' research papers monthly during Wednesday collaborative time for staff feedback.	Oct. 2009 – June 2010 Review monthly	All teachers, principal	All teachers, principal	<input type="checkbox"/>	Monthly topic for Wednesday Collaborative Time.

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DATA ANALYSIS	62.5% of students met standard on the Writing WASL.				
STRATEGY	Use WASL, district benchmark, and teacher classroom assessments to inform teaching strategies.				
EVIDENCE OF ACHIEVEMENT	80% of students will meet or exceed standard on the Writing WASL.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue to administer and assess students using the district writing benchmark assessment.	Sept. 2009-June 2010	English teacher, principal and assessment coordinator.	All staff, principal	<input type="checkbox"/>	Benchmark: week of Jan. 4 th .
Students will have more opportunities to write;; journals, letters to the newspaper and community groups. All teachers use DOL and get Writing Traits posters in all classrooms.	Oct. 2009-June 2010	All staff, principal	All staff, principal	<input type="checkbox"/>	Students getting lots of opportunity to write in all classes.
English teacher who has been trained in WASL scoring will lead the staff in developing a school-wide rubric for a variety of writing assignments.	Oct. 2009, Nov. 2009, Feb. 2010.	English teacher	English teacher, principal with input from other teachers	<input type="checkbox"/>	Continuing to work as a staff on developing a rubric.
Prepare SLP for all students who did not meet standard their last writing WASL.	Oct. 2009 and Nov. 2009	English teacher	English teacher and principal		Prepared SLPs in Nov. on-going with new students.

ACTION PLAN

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OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	50% of students scored at level 1 in math.				
STRATEGY	Identify students who scored at level 1 and build basic skills.				
EVIDENCE OF ACHIEVEMENT	Number of students scoring at level 1 will decrease to 35%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Individual learning plans for every student who scored at level 1 on the 2009 math WASL.	Sept. 2009-Oct. 2009	Math teachers	LAP, math teacher, principal	<input type="checkbox"/>	Completed in Nov. On-going with new students.
All level 1 students will be enrolled in two math classes; one funded by LAP.	Oct. 2009 – Ongoing	Math teacher, principal	Math teacher, principal	<input type="checkbox"/>	Determined that not all level 1 students needed two period per day.
Offer tutoring through Black Tie organization and the Building Bridges Grant for students needing extra support.	Sept. 2009 – June 2010	Title 1 teacher, principal	Title 1 teacher, principal	<input type="checkbox"/>	Letters sent to parents
Regular mini assessments to guide instruction and curriculum decisions, plus assessment feedback shared with each student and all staff members.	Sept. 2009 – June 2010	Math teacher	All teachers, principal	<input type="checkbox"/>	
A new curriculum, Algebra Rescue will be used with identified students.	Sept. 2009-June 2010	Math teachers	Math teachers and principal	<input type="checkbox"/>	

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OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	11.1% of students scored at level 2 on the 10 th grade WASL.				
STRATEGY	Identify level 2 (bubble) students and design interventions that address their individual deficits.				
EVIDENCE OF ACHIEVEMENT	Students scoring at level 2 will pass their spring math assessment at a level 3 or above.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Individual learning plans for every student who scored at level 2 on the 2009 math WASL.	Sept. 2009-Oct. 2010	Math teachers	Math teachers and principal	<input checked="" type="checkbox"/>	Completed in Nov.
Identified students needing extra support will be enrolled in two math classes.	Oct. 2009 – Oct. 2010	Math teachers and principal	Math teachers and principal	<input checked="" type="checkbox"/>	Only those students who are way below grade level.
Use real data from the community to solve real problems so the math content is meaningful and relevant to students.	Sept. 2009 – June 2010	Math teachers and principal	Math teachers and principal	<input type="checkbox"/>	Whenever possible and reasonable.
Regular mini assessments to guide instruction and curriculum decisions, plus assessment feedback shared with each student and all staff members.	Sept. 2009 – June 2010	Math teacher	Math teachers and principal	<input type="checkbox"/>	On-going in all classes.

ACTION PLAN

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OBJECTIVE 1.4 All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	36.4% of students met standard on the science WASL. 2009 (8 out of 22 tested).				
STRATEGY	Use assessment data, curriculum and focused instruction to increase the number of student meeting standard on the science WASL.				
EVIDENCE OF ACHIEVEMENT	Number of students achieving standard on the science WASL improves by at least AYP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue to align science curriculum and assessments with WASL science content areas.	Sept. 2009 – January 2010	Principal, district adm.	Principal and district adm.	<input type="checkbox"/>	We will be finished by the end of Jan.
Continue Elwha River Restoration project through OPI.	Sep. 2009 – May 2010	Science teacher	Science teacher, principal	<input type="checkbox"/>	Working somewhat with OPI. Grant funds not there.
Continue to collaborate with PAHS science dept.	Oct. 2009 – Ongoing	Science teacher	Science teacher, principal	<input type="checkbox"/>	On-going.
Administer science benchmark assessment for analysis of students’ strengths and weaknesses as compared to the science WASL. Share with all staff.	Nov. 2009 – April 2010	Science teacher	Science teacher, principal	<input type="checkbox"/>	This hasn’t come out yet.
Continue to provide relevant and meaningful real-world projects to connect students learning through to the science content areas on the WASL.	Oct. 2009 – June 2010	Science teacher	Science teacher, principal	<input type="checkbox"/>	This is our mission.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.5 Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

DATA ANALYSIS	Students are not graduating in four years with their cohort graduation class.				
STRATEGY	Use Advisory, Americorp and senior support class to continually review and communicate progress towards graduation with students and parents.				
EVIDENCE OF ACHIEVEMENT	Increase cohort graduation rates by 50% in 2010.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly meetings with advisor to check progress towards graduation. Based on review of student progress, credit recovery, and/or additional classes recommended for student to take in order to graduate with cohort.	Aug. 2009 – June 2010	All teachers, drop-out interventionist, principal	All teachers, ESD, principal	<input type="checkbox"/>	On-going.
Organize opportunities for students to enroll in Peninsula College classes, and skills center classes in order to earn extra credits and complete electives for graduation.	Sep. 2009 – Ongoing	All Teachers, principal	All teachers, principal	<input type="checkbox"/>	On-going.
Why Try? curriculum used during advisory will motivated students to stay in school and graduate.	Sept. 2009 – June 2010	All teachers, principal	All teachers, principal	<input type="checkbox"/>	On-going.
Principal will schedule regular check-ins with seniors most at-risk of not graduating.	Sept. 2009 – June 2010	Principal	Principal	<input type="checkbox"/>	Monthly meetings, now weekly.
Weekly staff meeting to discuss support for seniors.	Sept. 2009-2010	Principal	Principal and all staff		On-going.

ACTION PLAN

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OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	73% of staff and 75% of students report a positive school culture and climate. This is down approximately 7% from last year.				
STRATEGY	Continue to focus all staff, students, parents, site-team and community members on working collaboratively to strengthen relationships with all students, parents, and school staff.				
EVIDENCE OF ACHIEVEMENT	A 10% increase in this area on our 2009 Effective Schools survey.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Improve communication among staff and students regarding: school-wide activities, new students, assessments, mtgs. and school-wide policies and procedures. Include staff and students' input when appropriate.	Sept. 2009-June 2010	Principal	Principal, staff and students.	<input type="checkbox"/>	Weekly bulletin to staff, monthly newsletter, more organized staff meetings.
Two ASB meetings a month, weekly leadership meetings, service learning projects and monthly recognition assemblies with students and staff.	Sept. 2009-June 2010	Principal	Principal, staff and students.	<input type="checkbox"/>	Area of strength.
Increase and improve opportunities to celebrate student, staff and school-wide academic success and achievement.	Sept. 2009-June 2010	Principal, staff and students.	Principal and all staff.	<input type="checkbox"/>	Monthly activities and assemblies.
Improve collaboration time to include celebrating teachers' work in the classroom.	Sept. 2009-June 2010	Principal and teachers.	All staff, site-team, principal	<input type="checkbox"/>	Teachers spot-lighted monthly.
Two Open Houses scheduled throughout the school year to promote a positive school climate and culture.	Oct. 2008 and May 2009	Principal, staff and students.	All staff, principal, district adm.	<input type="checkbox"/>	First open house in October; 2 nd in May.

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	Wednesday collaboration time lacks focus on data, planning for instructional focus, and inter-school links.				
STRATEGY	Calendar meeting topics for Wednesday collaboration time, to include data analysis, looking at student work, researching effective teaching strategies..				
EVIDENCE OF ACHIEVEMENT	Teachers will report that Wednesday collaboration time has improved because of the actions taken below.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review and refine meeting norms for all collaborative time with teachers.	Aug. 2009	Teachers, principal	Teachers, principal	<input checked="" type="checkbox"/>	August meeting.
Regularly look at data from most recent WASL, District benchmark, DRP, and classroom mini assessments to inform teaching strategies and focus.	Aug. 2009 – June 2010	Teachers, principal	Teachers, principal	<input type="checkbox"/>	Monthly during Late Start.
Use one Wednesday each month to look at student work and plan remediation or enrichment activities for qualifying students.	Oct. 2009 – May 2010	Teachers, principal	Teachers, principal	<input type="checkbox"/>	On-going.
As a staff look at ways to teach students WASL like comprehension strategies across the curriculum.	Aug. 2009 – June 2010	Teachers, principal	Teachers, principal	<input type="checkbox"/>	On-going.
Math teachers will calendar an instructional focus to be used in advisory and across all content areas. Teachers will work together weekly on the math focus.	Sept. 2009-May 2010	Teachers	Teachers, principal	<input type="checkbox"/>	On-going.

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DATA ANALYSIS	2009 CEE data shows that 45% of staff believed that they were involved in focused and meaningful professional development activities.				
STRATEGY	Include staff when designing meaningful and relevant professional development opportunities.				
EVIDENCE OF ACHIEVEMENT	Survey data will reflect a 15% increase in teachers’ opinion of focused, professional development.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Teachers and principal will discuss professional development needs in the spring of 2009 to begin planning for the following year.	June 2009	Principal and teachers	Principal and teachers	<input checked="" type="checkbox"/>	
Calendar school-wide staff development opportunities based on needs assessment done in June of 2009.	Sept. 23 and Sept. 29	Principal and teachers	Principal and teachers	<input checked="" type="checkbox"/>	
Math and LAP teacher will participate in on-going collaboration with PAHS math dept. to align curriculum, assessments, instruction.	Sept. 2009-June 2010	Math teacher	Math teacher, principal	<input type="checkbox"/>	On-going.
Use Wednesday morning collaborative time to reinforce teachers’ on-going, school-wide professional development.	Sept. 2009-June 2010	Principal and teachers	Principal and teachers	<input type="checkbox"/>	On-going.
Principal will meet with all staff individually to set professional goals and develop professional development plan.	Sept. 2009-May 2010	Principal and teachers	Principal and teachers	<input type="checkbox"/>	First goal conf. done in Sept/Oct.

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.2 By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

DATA ANALYSIS	The district currently does not have approved grade level standards for student knowledge and skills in technology.				
STRATEGY	A district Instructional Technology Committee will be established to research and develop identified grade level standards for student knowledge and skills in technology.				
EVIDENCE OF ACHIEVEMENT	Identified grade level standards for student knowledge and skills in technology as well as assessments to measure and report the student achievement will be completed, approved, and published.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes			Comments	
A district Instructional Technology Committee of teachers, staff, parents, students and community members, a school rep. is identified.	Nov. 2007	Principal	Assistant Superintendent	<input type="checkbox"/>	
Instructional Technology Committee will prepare regular school board reports on committee progress through the CSIP reporting process.	Jan. 16, 2007 Apr. 17, 2007 June 19, 2007	Instructional Technology Committee	Principal, Assistant Superintendent	<input type="checkbox"/>	
Pilot the identified grade level instructional standards and requisite assessments for the committee's review, amendment, approval.	Sep. 2007 – June 2008	Teachers	Instructional Technology Committee, Assistant Superintendent	<input type="checkbox"/>	
Evaluate the pilot of identified grade level instructional technology standards and their requisite assessments.	June 2008	Teachers, Instructional Tech. Committee, Assistant Superintendent	Superintendent, Board of Directors	<input type="checkbox"/>	
				<input type="checkbox"/>	

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.4 By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.

DATA ANALYSIS	The district currently does not have approved coherent K-12 life skills standards and supplementary curriculum in place to ensure that all students have marketable skills when they leave the district.				
STRATEGY	A district Life Skills Task Force will be established to survey existing life skills instruction, research life skills standards and material, and develop coherent K-12 life skills standards for school board approval.				
EVIDENCE OF ACHIEVEMENT	School board approval of coherent K-12 life skills standards and supplementary instructional materials.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Lincoln, skills center teachers and WorkSource staff will provide students with the information to explore work and continuing education.	Oct. 2007 – June 2008	Principal	Teachers, Principal, Assistant Superintendent	<input type="checkbox"/>	WBL coordinator hired for LHS and NOPSC students
Pilot materials and essential questions from the district life skills task force.	Sep. 2007 – June 2008	Teachers	Principal, Life Skills Task Force, Assistant Superintendent	<input type="checkbox"/>	Not at this time
Evaluate pilot of life skills supplemental curriculum materials and strategies.	June 2008	Teachers	Principal, Life Skills Task Force, Assistant Superintendent	<input type="checkbox"/>	Not at this time
Implement “Life Skills” into advisory.	Oct. 2007 – June 2008	All teachers	All teachers and principal.	<input type="checkbox"/>	Constantly looking at ways to improve curriculum
				<input type="checkbox"/>	

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Nine parents returned 2009, CEE surveys. Data is inconclusive.				
STRATEGY	Improved communication with parents and community members.				
EVIDENCE OF ACHIEVEMENT	60% attendance at school events activities.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly newsletters to parents and community members.	Monthly starting Oct. 1, 2009	Principal	Principal and Site team	<input type="checkbox"/>	One newsletter per month.
Upgrade and regular updates of school website to include site team minutes and school-wide activities.	Sept. 2009 – June 2010	Principal	Principal, site team and staff	<input type="checkbox"/>	Regular updates of the website.
Increase # of activities and events after school, so that so that parents will have positive experiences at school with their child.	Sept. 2009 – May 2010	Site team and principal	Site team and principal	<input type="checkbox"/>	Priority for our Site Team this year.
Two scheduled Open Houses to for parents and community members; one in the fall, one in the spring. Have students help organize and facilitate.	Oct. 2009 – April 2010	All teachers, principal, LHS students	All teachers, principal, students and parents.	<input type="checkbox"/>	Our Fall Open House went very well. Approximately 70% attend.
Schedule time to speak to community organizations and business.	Oct. 2009-June 2010	Principal	Principal and teachers	<input type="checkbox"/>	Students on KONP in Dec. On-going.

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	CEE survey data reports low levels of parent and community involvement.				
STRATEGY	Improve structure, focus and accountability of site-team.				
EVIDENCE OF ACHIEVEMENT	Increase in the number of parents and community members who attend school activities and partner with our teachers and students.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Site-team will meet monthly to discuss opportunities to increase community and parent involvement at LHS.	Sept. 2009 – June 2010	Site-team	Principal and site team	<input type="checkbox"/>	Monthly meetings and new members.
Site team will recruit at least one additional parent, community member and student.	Sept. 2009-June 2010	Site-team	Principal and site team	<input type="checkbox"/>	We have one new parent and student.
Site-team will develop a marketing plan to inform the public of the opportunities available for students at LHS and the Lincoln Center.	Sept. 2009 – on going	Principal	Principal and site team	<input type="checkbox"/>	We are still working on this plan.
Improved agendas for site team meetings; sent out in advance.	Sept. 2009-June 2010.	Principal	Principal and site team	<input type="checkbox"/>	Much better this year.